**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 1.MD.4**  **The Envision Lesson: 18-7 Making Picture Graphs** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  | tally marks, picture graphs |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Make a two-column, three row tally chart on the board. In the left column, write the names of the three most popular pieces of playground equipment - such as slide, swing, see-saw - in such a way as to begin a graph set-up. “What is your favorite thing to play on during recess?” Have each child come to the board to write a tally mark next to the favored equipment. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   Vocabulary to review: tally marks & picture graphs  \*\*\*These vocabulary words will be taught in previous lessons. Review them as needed and use Marzano’s techniques as appropriate. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  “How can you use the tally to make a graph?” Distribute self-stick notes to children. “Draw a picture of the playground equipment you voted for.” Ask one child to share his or her picture. Then place the self-stick note to the far left on the board and write the appropriate name to begin the picture graph. “How many of you drew a (name equipment) in child’s drawing?” Have these children come up and place their pictures in a row next to the picture already on the board. Repeat with children who have voted for the other pieces of equipment, until all related pictures are in labeled rows on the board. “Each picture stands for one vote, or choice. What kinds of questions can you ask about the picture graph? What does it show?”  Ask additional questions to promote higher-level thinking: “What equipment does the school need the most of? Why?” “How much do you think it costs to have the playground equipment?” “Would the graph in another first grade class look the same?” “Would it look the same in a sixth grade class?”  Make another tally chart and picture graph as a class. Your graph could be on favorite school subjects. Possible questions you could ask are: “Which has the most? least?” “Why do you think that was chosen the most? least?” | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Give students a paper that has a space for tally marks and a space for a picture graph. Let them pick a topic with three choices that they want to survey their friends on. Let them work in partners or individually. Have them survey at least 12 friends and then create a picture graph. Let them share their graphs and findings with the class. When they share, continue to ask higher-level thinking questions and promote the students asking each other questions. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Have students independently complete the consumable for 18-7 or Practice 18-7. Use the re-teaching and extension worksheets as you find necessary. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Quick check 18-7 | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Helping Hands Game (On level or advanced) 18-7  Allow students to make additional graphs by surveying class members | |
| **HOMEWORK** | |
| Have students make a picture graph at home surveying their family and friends on favorite fast food restaurant. | |